

Westlea Pre-School

George & Ann Tweed Rooms, Langstone Way, Westlea, Swindon, SN5 7BT



Inspection date

1 December 2016

Previous inspection date

29 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leader and staff are qualified and experienced. They motivate children well and provide a wide range of stimulating activities. Children are confident learners and make good progress from their initial starting points.
- The leader and staff are positive role models. They manage children's behaviour well. Children are polite and friendly and learn to take turns and share. They demonstrate kindness and tolerance towards each other.
- The leader and staff provide children with good access to outdoor play, where they can exercise in the fresh air. Children learn how to keep themselves safe. For example, they complete their own risk assessments and alert each other to ice patches outdoors.
- The leader has addressed the recommendations set at the last inspection. She regularly evaluates the setting and develops plans to help prioritise targets, and maintain children's good outcomes.

It is not yet outstanding because:

- The leaders and staff do not recognise some opportunities to extend children's mathematical skills and understanding of mathematical concepts to the highest levels.
- The leaders and staff do not consistently seek information from parents about children's learning at home, to help support children's progress further.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make more consistent use of opportunities to support and extend children's mathematical learning to the highest possible level
- strengthen partnerships with parents and find out more information about what children are learning at home, to further support their good progress.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation including attendance records; accident and incident records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the pre-school leader.
- The inspector completed a joint observation with the pre-school leader.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The leader and staff keep up to date with changes in safeguarding legislation. They have a good understanding of how to report any concerns about children's welfare. Recruitment and induction procedures are rigorous to help ensure the ongoing suitability of staff. The leader regularly monitors and tracks children's progress. Any identified gaps are narrowed as quickly as possible. The leader has high expectations of her staff team. For example, she supports them through regular supervisions and team meetings to help review the impact of teaching. The leader and staff take every opportunity to enhance their professional skills and knowledge. This enables them to meet children's varying needs. For example, they discuss that positive behaviour management training has helped to maintain children's good outcomes. Overall, partnership working is effective. For example, parents speak highly of the pre-school, and staff work closely with other professionals to help support continuity in care.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments. They use this information to plan learning opportunities that help enhance children's development. Staff support children's communication and language skills very well. For example, they encourage children to describe what they are doing and thinking, and model new vocabulary such as 'steaming' and 'sprinkle'. Children show their good concentration skills during group singing time. They cannot wait to get involved with their favourite action songs. Children are imaginative and learn about real-life situations. For example, they take their dolls swimming and make dirt pies and leaf soup. They remind staff to blow on the soup in case it may be hot. Children show particular interest in the natural world. For example, they eagerly explore melting ice and how they can make soil outside easier to dig.

Personal development, behaviour and welfare are good

Children demonstrate they have formed secure attachments with staff. For example, they arrive happily and leave their parents with ease. Children learn about healthy lifestyles through their daily experiences. For example, they eat healthy snacks and manage their personal care needs. Children enjoy the sociable occasion of sitting together. Children confidently access resources and activities of their choosing. They are beginning to learn about similarities and differences and are developing empathy for others.

Outcomes for children are good

Children are developing the skills they need in readiness for school. They show inquisitiveness and are eager to learn. Children develop their early reading and writing skills well. For example, they are beginning to read simple words. Children concentrate for extended periods as they confidently write their names and link letters to sounds.

Setting details

Unique reference number	109098
Local authority	Swindon
Inspection number	1068373
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	21
Number of children on roll	34
Name of registered person	Westlea Pre-School Committee
Registered person unique reference number	RP519753
Date of previous inspection	29 April 2014
Telephone number	07876 485 516

Westlea Pre-School registered in 1982 and operates from the grounds of Westlea Primary School in Swindon, Wiltshire. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications from level 3 to level 4. The pre-school opens Monday to Friday during term time only. Sessions are from 8.50am until 11.50am and then 12.25pm until 3.25pm on Monday and Thursday, and 9am until 3.10pm on Tuesday, Wednesday and Friday. The pre-school receives funding for the provision of free early education for children aged three and four years.

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